

## **State Treatment and Rehabilitation Academy**

### **Custer, South Dakota**

The State Treatment and Rehabilitation Academy (STAR Academy) for juveniles is located in the former South Dakota Developmental Center, approximately four-and-a-half miles south of Custer, SD on Highway 385.

The youth that are served by the STAR Academy have all been placed in the custody of the DOC by the court system. Both delinquent children and Children in Need of Supervision may be placed at the STAR Academy at the direction of the Director of Classification. Children in Need of Supervision must also be reviewed by a state level review team comprised of representatives from the Department of Social Services, Department of Human Services, Department of Education and Cultural Affairs and the Department of Corrections.

Programs for male juveniles located on the campus are the General Patrick Henry Brady Academy, Living Center, Youth Challenge Center and the Intake and Holding Center. Two programs for girls, Q.U.E.S.T. and E.X.C.E.L., are also part of the STAR Academy. The girls programs are located in Custer State Park at the site of the former Youth Forestry Camp.

STAR Academy operates an accredited middle and high school known as STAR Evergreen High School. Students in the six STAR Academy programs are enrolled in the four academic areas of study; i.e., social studies, math, language arts and science. Student transcripts are evaluated upon their entry to STAR and placed in the academic course that the student needs towards a high school diploma. In addition, students who are housed in STAR programs lasting longer than four months may also enroll in courses such as art, pottery, guitar, welding, building trades, computer applications, Workforce Investment Act, physical education and life skills. The average student in a four month program earn an average of 3.5 semester credits which are transferred to their home school. STAR Evergreen High School issues high school diplomas if the student is unable to graduate from their home school due to the last semester enrollment rule as a senior. Students may work to earn a GED during their stay if they are significantly behind in their coursework towards a high school diploma. For example, a student who is seventeen or eighteen years of age and has completed the 7th, 8th or 9th grade may be a suitable candidate to earn the GED. The Rapid City Career Learning Center is the examiner for the GED at STAR Academy. Special education services per IDEA regulations are provided to STAR students.

## Intake & Holding Center

**Statistics:**  
**Population as of February 28, 2005:**  
**Intake and Holding Center 37**

The Intake and Holding Center is the first step in the behavior modification process of the STAR Academy. It is here that newly adjudicated and recommitted youth come to receive a medical, mental health, chemical dependency, educational, social skills, and behavioral assessment to determine the best possible DOC program. While in the Intake and Holding Center, youth begin a physical fitness program, educational classes, group counseling, life-skills classes, and work on laundry/kitchen details. Also, they begin self-discipline, self-accountability, and self-betterment through a daily regimented schedule and gain helpful information on teamwork and proper authority responses.

Each new youth to the Intake and Holding Center receives a medical physical and assessment. Medical staff will then dictate to the staff the current status of the youth, medications, special medical needs, and limitations. A full time psychologist and other mental health professionals address mental health concerns (depression, suicidal ideations). Chemical dependency concerns are handled through the ADEPT staff here on campus. Each youth receives a chemical dependency evaluation within 14 days of arrival.

The average length of stay in the Intake and Holding Center is 19 days. Some will stay a shorter length due to the date they arrived. Some will be held back an extra month for reasons of physical fitness, mental stability or behavior.

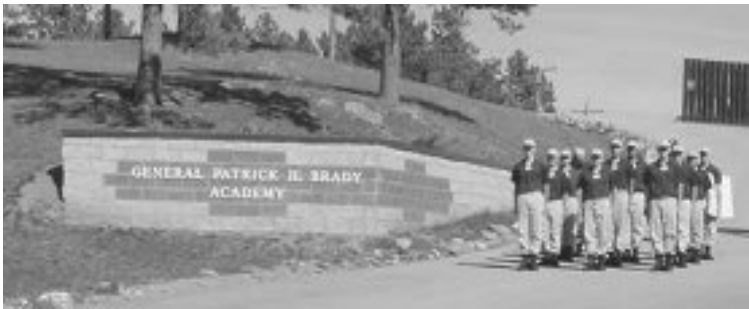


**Exterior of the STAR  
Academy Administrative  
offices.**

# General Patrick Henry Brady Academy

The Patrick H. Brady Academy program is designed to improve the quality of life for young men through a short-term comprehensive approach that includes counseling, education, life skills development, substance abuse services and positive role modeling for participants. The Brady Academy utilizes a highly structured lifestyle to deliver these services.

<b>Statistics:</b>	
<b>Population as of February 28, 2005:</b>	
<b>Brady Academy</b>	<b>66</b>



**Youth assigned to the Brady Academy marching in formation**

A typical stay at Brady Academy will be four months and involves the students participating in counseling, life-skills development, educational classes, physical activity, learning structure and self-discipline. Each student will progress through a series of stages comprising elements necessary to successfully complete the Brady Academy. Each phase is approximately 40 days in length. Students in all phases are in required to participate in educational services and counseling sessions throughout their stay in Brady Academy.

Each student is placed on an Individual Treatment Plan within 30 days of entering the program. The student, parents, guardians, JCA and counselor are all involved in identifying strengths and needs of each student. Each plan consists of goals and objectives for the student to address during their placement. Specific time frames are established to allow students to measure their progress against the established plan.

The Brady Academy is located behind the main administration building on the STAR Academy campus. The living area is designed in a dormitory style, housing up to 96 young men between the ages of 14 and 18.

## E.X.C.E.L. Program

### Statistics:

Population as of February 28, 2005:

E.X.C.E.L. Program	20
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The E.X.C.E.L. program is designed to improve the quality of life for female offenders through a short-term comprehensive wellness approach that includes counseling, education, life skills development and positive role modeling for participants. Wellness includes the following six areas: Intellectual, Social, Spiritual, Occupational, Emotional and Physical.

E.X.C.E.L. is licensed as a Group Care facility in accordance with all regulations established by the State of South Dakota, the Department of Social Services and Federal regulations. The designation allows the DOC to utilize multiple treatment strategies to effectively serve the girls in the program as well as provides additional measures for quality control and evaluation.



**The exterior of the EXCEL program  
located in Custer State Park**

A typical stay at E.X.C.E.L. will be four months and involves the girls participating in counseling, life-skills development, educational classes, physical activity, learning structure and self-discipline.

Each girl is placed on an Individual Treatment Plan within 30 days of entering the program. The student, parents, guardians, JCA and counselor are all involved in identifying strengths and needs of each student. Each plan consists of goals and objectives for the student to address during their placement. Specific time frames are established to allow students to measure their progress against the established plan.

The campus itself is set in Camp I of what was originally the Nils A. Boe Youth Forestry Camp in Custer State Park. The living area is designed in a dormitory style housing 24 girls between the ages of 14 and 17.

## Q.U.E.S.T. Program

### Statistics:

Population as of February 28, 2005:

Q.U.E.S.T. Program	20
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The Q.U.E.S.T. program is designed to improve the quality of life for female offenders through counseling, treatment and education.

Q.U.E.S.T. serves girls that have in many cases been physically or sexually abused or have significant chemical dependency issues requiring a level of treatment that is generally not available within a community setting. The girls are generally Low to Medium Risk and are primarily non-violent offenders. Any girl that fails to abide by the rules of the program may be dismissed from the program and placed in a different environment consistent with their correctional and treatment needs.

Q.U.E.S.T. is licensed as a Group Care facility in accordance with all regulations established by the State of South Dakota, the Department of Social Services and Federal regulations.

A typical stay at Q.U.E.S.T. will be 6 to 9 months and involves the girls participating in counseling, life skills development, educational classes, physical activity, learning structure and self discipline.



Exterior view of the QUEST program for girls in Custer State Park.

Each girl is placed on an Individual Treatment Plan within 30 days of entering the program. The student, parents, guardians, JCA and counselor are all involved in identifying strengths and needs of each student. Each plan consists of goals and objectives for the student to address during their placement. Specific time frames are established to allow students to measure their progress against the established plan.

The campus itself is set in Camp II of what was originally the Nils A. Boe Youth Forestry Camp in Custer State Park. The living area is designed in a dormitory style housing 24 girls between the ages of 14 and 17.

## The Living Center

The Living Center program is designed to improve the quality

of life for young men through a comprehensive approach that includes counseling, education, life skills development, substance abuse services, vocational training and positive role modeling for participants.

A typical stay at the Living Center will be 6 to 9 months and involves the students participating in counseling, life-skills development, educational classes, vocational education, substance abuse treatment, wellness activity, and self-discovery. Each student will progress through a level system necessary to successfully complete the Living Center. Each level has privileges and restrictions consistent with the students' progress, behaviors, and classification. Students are required to participate in educational services and counseling sessions throughout their stay in the Living Center.

Youth in the Living Center may be assigned to a vocational education class, such as building trades, welding, drafting, and computer science or business education.

They also have far greater access to the community than other STAR youth. Many students in the LC are employed by, and supervised by, private and non-profit employers in the area. Students continue to attend afternoon education classes in our school, or in some cases may attend public school in Custer.



**Living Center students working in Custer State Park.**

The students that attend public school can attend and/or participate in extra curricular activities and they wear their own clothing when they are off of the campus. Students in the LC also are taught independent living skills, attend AA meetings in Custer and participate in chemical dependency aftercare meetings. These program components are to aid in the transition when a youth is released from the program. LC students are also able to participate in overnight camping trips, many other activities in the community and attend community church services.

New students are generally Low to Medium Risk and are primarily non-violent offenders. All students served at the Living Center have been diagnosed as needing treatment for substance abuse. Any student that fails to abide by the rules of the program may be dismissed from the program and placed in a different environment consistent with their correctional and treatment needs.

Vocational Education courses offered to Living Center Students includes welding, building trades and business skills. Students will participate in educational courses to develop the skills and safety procedures necessary to be successful in the work environment. Students will then have the opportunity to demonstrate their skills through building houses, using personal computers and making other projects on campus.

The Living Center program is located on the second floor of the STAR Academy Administration building. Students sleep in dormitory fashion with up to 36 students in the program at any time.

## **Youth Challenge Center**

The Youth Challenge Center program is designed to improve the quality of life for young men through a comprehensive approach that includes counseling, education, life skills development, substance abuse services, vocational training and positive role modeling for participants.

A typical stay at Youth Challenge Center will be 6 to 9 months and involves the students participating in counseling, life-skills development, educational classes, vocational education, substance abuse treatment, wellness activity, and self-discovery. Each student will progress through a level system necessary to successfully complete the Youth Challenge Center. Each level has privileges and restrictions consistent with the students' progress, behaviors, and classification. Students are required to participate in educational services and counseling sessions throughout their stay in Youth Challenge Center.

Vocational Education courses offered to Youth Challenge Center students includes welding, building trades and business skills. Students participate in educational courses to develop the skills and safety procedures necessary to be successful in the work environment. Students will then have the opportunity to demonstrate their skills through building houses, using personal computers and making other projects. The Youth Challenge Center program is located on the second floor of the STAR Academy Administration building. Students sleep in dormitory fashion with up to 36 students in the program at any time.

## **Performance Based Standards Project**

The Department of Corrections Juvenile Division participates in the Performance based Standards (PbS) Project administered by the Council of Juvenile Correctional Administrators (CJCA). All six STAR Academy participate in the PbS project, and have integrated into the project the community-based juvenile corrections agents in regards to reintegration standards.

The PbS project ensures quality care in its facilities as it pertains to conditions of confinement and as it relates to reintegration standards for youth transitioning back to the community.

The main goals of the PbS Project are to:

- Develop a set of standards that individual facilities should strive to meet.
- Create tools to help facilities attain these goals through regular self-assessment and self-improvement.
- Allow facilities to evaluate their performance over time and in comparison to other facilities nationwide.
- Promote effective practices and help facilities support each other.

Twice each year, site coordinators at each program gather data, including:

- An Administrative report that assesses daily population and human resource data such as staff misconduct.
- File reviews of all juveniles who were released to aftercare during the month of data collection.
- Direct interview with 30 juveniles and 30 direct care staff from each facility. These individuals are randomly selected by CJCA from a list of all juveniles and direct care staff currently at each facility.
- Review of all incident reports that occur in all participating facilities during the month of data collection.
- Collection of Reintegration information provided by each juvenile's JCA (Juvenile Correction Agent).

The data collected is included in an annual report to the Governor and Legislature. This report provides a summary of each program and their performance as it relates to the outcome measures. It also shows the graph reports of each program performance and how it compares to the other facility sites that participate in the project.